

## Educators' guide

# Discrimination

Time: approx. 50 minutes

## Introduction

The Discrimination worksheet can be used as preparation for working with Learning path 2 in the online tool. Learners are shown two film clips chosen by you, the teacher, from the Stories that Move website.

## Summary

Learners are asked to think about discrimination and what impact it may have on people's lives. The questions and exercises help learners to see themselves in relation to others. It also offers learners an outline of possible actions if they are confronted with discrimination.

## Important

In this worksheet learners are asked to share personal information. It is essential that all learners can rely on being treated with respect; not only in what they share but also if they perhaps choose not to share certain aspects.

## 1 – Stories

Decide in advance which two film clips you want to show and whether they require a short introduction first. The clips can be found at <https://www.storiesthatmove.org/en/videos-2/facing-discrimination/>

Choose two clips that offer some clear contrast. For example, pick young people from two different countries; where someone intervenes or not; where the 'perpetrator' is a parent or another child.

### Suggested combinations:

Aya and Mark  
Tyrell and Mark  
Laurens and Tyrell  
Robin and Wael

Write question 1a of the worksheet on the board. Have the learners answer this question alone first, and then discuss it in pairs. Then discuss a few of the feelings with the whole class.



## 1.

### Stories

You've watched two film clips.

- a Pick one word for each clip that expresses how that story makes you feel.
- |  |        |        |
|--|--------|--------|
|  | Clip 1 | Clip 2 |
|  | _____  | _____  |
- b Think of one difference and one similarity between the two stories.
- \_\_\_\_\_
- \_\_\_\_\_

## 2.

### 'Other'

Form groups. In your group, choose one of the stories. Discuss the questions and write down your own answers.

- a In what way is the person discussed in the film 'othered'? Who by?
- \_\_\_\_\_
- \_\_\_\_\_
- b Discuss how this person is being judged.
- \_\_\_\_\_
- \_\_\_\_\_

Allowing learners to reflect on their own feelings helps them develop empathy. It also raises their awareness about how differently different people may respond to a personal story.

Have learners answer question 1b in pairs. Collect up the responses and discuss a few.

## 2 – 'Other'

Form groups of about four learners. Let each group choose which of the two film clips they want to discuss together. Learners should answer questions 2a and 2b together. Questions 2c and 2d are about personal experiences.

c Write down bits you recognise. Discuss this in your group.

d Do you sometimes pigeonhole people? Explain.

**3. Key words**  
As a group, write down five important words that have to do with discrimination.

**4. What can you do?**  
How might you respond to discrimination?

Challenge someone about it. I'd say ...

Support someone, by ...

Report it, to ...

Or, I would ...

**Stories that Move**  
Toolbox against discrimination

These questions are intended to encourage learners to explore more deeply what the person they chose experienced. They also create links to things learners recognise in their own environments. You can help your learners by revealing a more vulnerable side of yourself as a teacher and sharing your own prejudices.

**3 – Key words**

Have learners discuss among themselves what the word discrimination makes them think of. They should write the five most significant words on their worksheet.

Discuss these responses as a whole class. The words may refer to the concept of discrimination or an emotion triggered by it.

**4 – What can you do?**

Learners do this exercise individually. Have them think about situations in which they (might) encounter discrimination.

Get each learner to write on a Post-it note one example of something they could do about it. Collect them up and share and discuss them in a creative way.